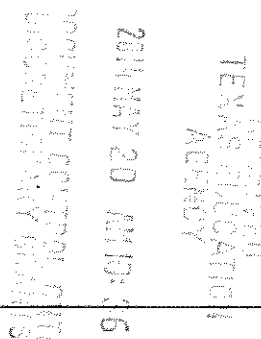


**Texas Education Agency
Standard Application System (SAS)**

2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here.
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here. 
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Trinity Independent School District	Vendor ID # 228903	Mailing address line 1 PO 752	
Mailing address line 2 101 W Jefferson	City Trinity	State TX	ZIP Code 75862
County- District # 228903	Campus number and name 228903103 Lansberry Elementary	ESC Region # 6	US Congressional District # 8
		DUNS # 099800930	

Primary Contact

First name Dave	M.I. Last name Plymale	Title Superintendent
Telephone # 936 594 3569	Email address dplymale@trinityisd.net	FAX # 936-594-8425

Secondary Contact

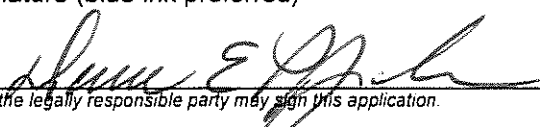
First name Natalie	M.I. Last name Barrett	Title Curriculum Specialist
Telephone # 936 594 3569	Email address nbarrett@trinityisd.net	FAX # 936 594 8425

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Dave	M.I. Last name Plymale	Title Superintendent
Telephone # 936 594 3569	Email address dplymale@trinityisd.net	FAX # 936-594-8425
Signature (blue ink preferred)		Date signed


Only the legally responsible party may sign this application.

701-14-109-025

Schedule #1—General Information

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	x	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	x	<input type="checkbox"/>
9	Supplies and Materials (6300)	x	<input type="checkbox"/>
10	Other Operating Costs (6400)	x	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	x	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
x	I certify my acceptance of and compliance with the <u>General and Guidelines</u> .
x	I certify my acceptance of and compliance with the program guidelines for this grant.
x	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
x	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
x	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
x	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

x I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school <u>closure model</u>, the campus must implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the <u>restart model</u>, the campus must implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the <u>transformation model</u>, the campus must implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>2. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain</p>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

To transform the Lansberry Elementary campus, fundamental changes will begin that address the fundamentals of a quality instructional program. The focus of the transformation will be to *improve academic performance, increase the use of quality data to drive instruction, increase leadership effectiveness, increase learning time, increase family and community engagement, improve school climate and increase teacher quality.*

Improve academic performance: A prime component of this grant application is the reconstruction of the K-5 core academic program particularly the ELA and mathematics components. A quick examination of data highlights student performance which is subsequently due to a lack of alignment to the TEKS, inclusion of the components of both a literacy block and a mathematics block. Additionally, instructional delivery lacks alignment to the objectives in the district scope and sequence. To begin the transformation of academic performance, the following summary of activities:

- Revise the district scope and sequence to support new TEKS and the placement of objectives within that sequence, especially in reading and math
- Establish the components of a balanced literacy block and a comprehensive math block, K-5 and align components to the TEKS
- Provide one-to-one coaching to K-5 teachers in reading, writing and math
- Implement centers in both reading and math
- Establish quality leveled readers in each classroom
- Provide appropriate assessment of reading progress through DRA testing
- Provide software packages to support instruction, intervention and tutorials
- Pilot and implement problem based learning at the end of the grant integrating all four core subjects
- Provide additional technology in grades 3-5 to enhance instruction and support PBL

Increase the use of quality data to drive instruction: A key supporting element to both student and teacher growth is the appropriate implementation and usage of a data management system to inform and influence instruction. The following outlines the activities to be used:

- Revise and re-establish the TISD assessment system that measures an aligned sequence of objectives to appropriately inform instruction
- Analyze and align assessments to the sequence objectives
- Use data at assessment system intervals to determine appropriate interventions, tutorials and influence changes in instruction
- Disaggregate data to appropriately reorganize objective sequence when necessary
- Analyze the development of instruction through each assessment sequence to determine areas of strength and weakness

Increase leadership effectiveness: None of the strategies mentioned in this grant to transform this school will work if the campus leadership is weak, lacks knowledge or unwilling to make the decisions that are necessary to support the transformation efforts. These activities are intended to target these issues:

- Implement a principal evaluation to include student growth criteria
- Use a reflective principal portfolio process to include reflections on student achievement, instructional program changes, teacher growth, professional development (personal and employee)
- Provide coaching for the principal to expand professional development
- Develop instructional protocols that begin with principal leadership and progress to teacher and student leadership
- Provide quality instructional feedback that develops potential in each faculty member
- Implement a reward system based on student performance data and demonstrates the overall impact of the campus program on student achievement
- Support principal development with operational flexibility to lay the foundation for students to successfully move from K through 12

Increase learning time: Essential to the academic growth of the traditionally underserved is the focus on quality

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learning time but also on the addition of opportunities where students are engaged in meaningful learning experiences that focus on academics but also on ancillary opportunities. The following provides an outline of those intended opportunities targeting increasing learning time for students.

- During the day, the elementary campus will increase learning time in the following ways;
 - Increase the time allotment for reading and math blocks within the school day
 - Increase cross-curricular instruction to include science and social studies into math and reading instruction
 - Utilize work stations to support guided reading and guided math
 - Revamp PLCs to allow vertical planning, professional development, protocols and TEKS/data studies
 - Redesign the school calendar to include common planning time for each grade level on a daily basis
 - Allow planning time for teachers to revise the scope and sequence, revise previously written assessments and plan for the upcoming six weeks period
 - Add collaborative opportunities with other schools around the country and the world via distance learning
- After/before school (LEAP (Lansberry Elementary Accelerated Program) learning time will be increased via the following:
 - Add clubs for students afterschool such as: robotics, educational and other problem solving gaming, physical fitness classes, art, and choir
 - Add extended day/after school tutoring
 - Add early morning use of computer labs
- On the weekends, the following will be added:
 - Offer enriched academic Saturday School once per month in the fall semester to jump start student learning
- During the summer, the following will be added:
 - Add summer Boot Camp for identified 3-5 students for jump start skill development
 - Add Junior Boot Camp for identified K-2 students with identified gaps in their reading and math skills

Increase family and community engagement: A crucial addition to the efforts of Lansberry to transform its campus is evaluating the participation of their community in the life of the campus and creating processes that will increase participation. To manage this new step for Lansberry, the following will be implemented:

- Employ a Director of Community Outreach that begins with the efforts of Lansberry and then transcends to efforts across the district. Key to this position will be identifying the critical parental mass that will generate genuine interest in the school and the work of its students
- Develop community programming to support the efforts of the school. The Director in concert with the Principal will community programs to support Lansberry and engage parent participation but move to a district wide effort
- Offer parenting classes throughout the school year for 30 weeks including: a) importance of home structure, b) nutrition and hygiene, c) supporting homework and d) parental engagement in school activities.
- Develop and maintain surveys and forums for parents and interested community members to influence the offerings of the school and the needs of the parents

Improve school climate: Probably the most crucial factor in the transformation of Lansberry is its belief about the students that it serves. As mentioned in the needs assessment, there is a belief that students cannot learn the material that is presented to the students. This belief is quietly spoken among the faculty but without basis. To aid the transformation the following activities are suggested:

- Provide a climate changing program to the faculty of Lansberry, *Capturing Kids Hearts*
- Provide book studies during the school year regarding: a) Ruby Payne's *A Framework for Understanding Poverty* and b) Eric Jensen's *Teaching with Poverty in Mind*. Both books provide a framework for the teachers to understand their students at different levels.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 228903	Amendment # (for amendments only):
Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$744,350	\$37,218	\$781,568	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$130,000	\$6,500	\$136,500	\$
Schedule #9	Supplies and Materials (6300)	6300	\$374,285	\$18,714	\$392,299	\$
Schedule #10	Other Operating Costs (6400)	6400	\$101,130	\$5,057	\$106,186	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$
Total direct costs:			\$	\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$67,488	*\$1,417,253	\$

Administrative Cost Calculation

Enter the total grant amount requested:	\$1,349,765
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$67,488

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
\$694,693	\$386,930	\$353,630	*\$1,417,253

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 228903		Amendment # (for amendments only):			
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant	1		\$96,000	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator	1		\$249,500	\$
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$40,350	\$
26	6119	Professional staff extra-duty pay		\$305,100	\$
27	6121	Support staff extra-duty pay		\$	\$
28	6140	Employee benefits		\$53,400	\$
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$744,350	\$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 228903

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	Instructional coaches / coaches for Reading and Math	<input type="checkbox"/>	\$120,000	\$
2	Campus Administrator Consultant	<input type="checkbox"/>	\$10,000	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$130,000

\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided			Grant Amount Budgeted
			Pre-Award
1	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:			\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 228903		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$	\$
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 228903		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$
(Sum of lines a, b, c, and d) 3-Year Grand total		\$	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 228903					Amendment number (for amendments only):		
Expense Item Description							
Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6399	1	Vex IQ Robotics Bundle	For after school learning	5	\$3,500	\$265,100	\$
	2	Intel Classmates	Enhanced improved academic performance	300	\$600		
	3	SMART Boards	Enhanced improved academic performance	19	\$1000		
	4	Leveled Readers	Enhance reading instructional delivery	500	\$30		
	5	Classmate Insurance	Support technology implementation	300	\$112		
6399	Technology software—Not capitalized					\$49,125	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$60,060	\$
3-Year Grand total:						\$374,285	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 228903		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$91,130	\$
3-Year Grand total:		\$91,130	\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 228903		Amendment number (for amendments only):			
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
3-Year Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	130	20.8%	Attendance rate	96.2%
Hispanic	149	23.9%	Annual dropout rate (Gr 9-12)	DNA
White	343	55%	Annual graduation rate (Gr 9-12)	DNA
Asian	1	.001%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	DNA
Economically disadvantaged	514	82.5%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	DNA
Limited English proficient (LEP)	71	11%	Students taking the ACT and/or SAT	DNA
Disciplinary placements	1	.001%	Average SAT score (number value, not a percentage)	DNA
			Average ACT score (number value, not a percentage)	DNA

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1	2.7%	No degree	0	0%
Hispanic	0	0%	Bachelor's degree	36	100%
White	34	92%	Master's degree	1	.003%
Asian	2	5.3%	Doctorate	0	0%
1-5 years exp.	14	37.2%	Avg. salary, 1-5 years exp.	\$35,973	N/A
6-10 years exp.	8	21.3%	Avg. salary, 6-10 years exp.	\$39,711	N/A
11-20 years exp.	6	15.9%	Avg. salary, 11-20 years exp.	\$48,411	N/A
Over 20 years exp.	8.6	22.9%	Avg. salary, over 20 years exp.	\$52,285	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	64	89	103	90	97	91	89								623
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	4	6	6	5	6	5	5								37
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment process generated data from several major sources: a) survey data taken from teachers, parents and from some students, b) analysis of data from STAAR, the assessment system and attendance, c) observations of instruction, d) interviews of teachers and students, and e) discussions with the superintendent, the elementary principal, teachers and the Board. A summary of these data illuminate the areas of need.

Student Academic Performance

A review of scores over the years reveals that the Lansberry faculty has had difficulty developing Reading and Mathematics achievement growth among its student body. In April of 2014, all students in fifth grade mathematics scored 43%. Of that score, Hispanics score 44%, African Americans, 26%, and Whites, 45%. Even though some of these scores are higher than last year's scores, they clearly are not enough to award Satisfactory performance to Lansberry. However, this is not the first year that Lansberry has suffered difficulty with student performance. There have been at least three years of performance that are not at the expected levels.

School Climate

A contributor to this dilemma is the climate of the school that is fostered by the faculty. Observations and interviews of the faculty clearly indicate a negative belief in the students' ability to meet the state standards. Teachers have openly shared that they "...do not believe that these kids are able to do the work." During a fourth grade PLC meeting, the team leader announced that they had given the third grade release test because they wanted the kids to do well in order to build their confidence. She went on to say, "But in some cases, some kids did not do very well even on that test." During a math training session Lansberry K-2 teachers openly said, "My kids can't do that. They must be crazy if they think our kids can do this." The teachers are not malicious; they simply are not aware of their beliefs nor are they aware of the attitude that they display toward the certain children. Additionally, results from a faculty and parent survey clearly reveal high support from parents but teachers' survey data appeared lower than that of the parents.

Instructional Delivery

Secondary to climate is the lack of a quality instructional delivery that is coordinated throughout the school. An examination of the system reveals a lack of consistent developed lesson plans reflecting the development of the appropriate TEKS cognition and content coupled with instruction that facilitates students to be able to perform those expectations. This lack of alignment in instructional development has seriously impacted students being able to achieve the expectations of the TEKS. When asked for lesson plans, most of the time, teachers produced planning books that were topically driven when they were expected to write the plans in the district's data management system. Teachers admitted to writing plans that fulfilled the requests of the principal but seldom used that set of plans if they were even in the system. Additionally, few teachers actually used the data from assessments to inform their instruction; consequently, appropriate changes are not always made.

Teacher and Principal Turnover and Leadership

A significant contribution to the school's difficulty stems from a whirlwind of personnel changes both faculty and administration. The faculty turnover rate has been anywhere from 20% to 25% over the past five years due to teachers leaving for higher paying positions, retirement, resignation or contract non-renewal. The constant change in faculty has created a lack of consistency in instructional delivery and managing appropriate professional development to match programming. The changes in principalship has had a deleterious impact on the school because the 6 principals in 9 years has left the school a) without a consistent vision, b) suffering from a lack of appropriate leadership, c) a growing skeptical faculty wondering "whose next", and d) poor instructional delivery. These two factors have left the campus without direction and focus. Two of the greatest risk factors for declining student performance.

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Lack of Professional Development to Support Best Practices

As a result of the aforementioned factors, the instruction delivered by teachers and the resources used to support the ELA and mathematics have failed to change with recommended research and best practices. As a result, the faculty have received little fundamental coaching that brings instructional delivery in these two areas to standard. Scores in both reading and mathematics have struggled to meet standard. There is a considerable need for embedded professional development and coaching in both areas. This is not to say that all teachers have failed to improve their practice but it is clear from the scores that faculty in these two areas on the campus must understand the TEKS and upgrade skill sets and delivery.

Accountability System for Data Driven Instruction

Finally, a review of the current accountability system for measuring student progress during each six weeks assessment period reveals several major problems: a) the inappropriate use of a scope and sequence, b) poor analysis of data to determine remediation strategies, and c) a lack of teacher accountability for student progress throughout the instructional program. As a consequence, faculty tend not to know exactly where students are failing and the intervention mechanism in the school does not directly impact the needs of students.

Conclusions

The above description typifies the foundational needs of the campus; however, with the hiring of the new principals at all three schools, and especially at the elementary campus, the initiatives outlined in this application will be implemented and achieved. These principals and their faculties have participated in the grant planning and clearly understand what they must do to bring the campus to standard. More importantly, all three schools understand that they are K-12 and not separate entities.

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improved academic performance.	This grant will supply the primary elements that are key to improving student academic performance. Those elements include a) funds for teacher and principal training and development, b) mechanisms for generating parent and community involvement, and c) structure and accountability requirements for achieving the goals of the grant.
2.	Improve teacher quality through improved instructional delivery in every elementary classroom using content area coaching and best practices in an effort to improve academic performance.	The grant will enable direct one-to-one coaching in both reading and mathematics for each teacher with the responsibility of these content areas. Teachers will receive modeling and feedback that is based on customized diagnosis. Additionally, the coaches will provide the appropriate programming for both content areas and any customized professional development that is deemed necessary as the coaching continues.
3.	Improve climate in the elementary school to sustain all students' learning.	The implementation of "Capturing Kid's Hearts" and identified book studies by authors such as Eric Jensen and Ruby Payne will set the stage for understanding how all students regardless of economic status or ethnicity should be viewed and treated in the schools. These strategies will be followed by a climate survey where the principal and teachers will receive information regarding the climate of the school and what they must do to improve the climate.
4.	Stabilize faculty and increase administrative leadership in an effort to create program continuity in the instructional program as well as improved student achievement.	The grant supports the development of incentive programs to be designed for both faculty and administrators that will attract faculty and retain teachers that are recruited. Additional strategies that generate reflective practice and an introspective review of their personal growth and achievement will be implemented immediately. Provisions will be made for principal leadership development to encourage vision building and focused management of the instructional program.
5.	Create an accountable alignment of instruction to Texas standards using aligned assessments to determine progress, drive remediation and enhance advanced performance.	The grant will enable the development of an instructional delivery system to include aligned scope and sequences for core subjects, aligned assessments, data disaggregation sessions with appropriate analyses, remediation and intervention efforts and teacher coaching when necessary. All data from the assessment system will be used to inform instruction.

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Schedule #14—Management Plan

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Natalie Barrett, the district math specialist, is certified as a secondary math teacher and an administrator. She has been an assistant elementary principal and a principal at the secondary level. She is part of the superintendent's instructional leadership team and has solid management and organizational skills.
2.	Principal, Lansberry Elementary	Dr. Steve Brownlee, the principal of Lansberry Elementary, is fully certified both as an elementary teacher and an administrator. He has had experience at multiple campus levels, limited experience in central office and in other districts as well. He also has served as an elementary math teacher and is intently interested in the development of quality math instruction.
3.	Executive Director, Texas Coalition of Essential Schools (TCES)	Dr. Shirley Johnson, Executive Director of TCES, is a former administrator both at the campus level and at central in large school districts across the greater Houston area. She currently directs turnaround in many district across Texas through TCES. She is also retired from school administration and from the professorship at Sam Houston State University. Dr. Johnson is a monitor/conservator for TEA and understands the work necessary to transform a district and school.
4.	Mathematics Coach (TCES)	Stacey Grant is a well-known math educator across the state. She is a former K-9 math teacher, campus math coach, campus administrator district, math coach, district Director of Math Education and consultant. She currently works for TCES in transforming schools. She is an amazing coach who has been able to generate double digit improvement in schools where she has worked.
5.	ELA Coach (TCES)	Patsy Ramirez has served as a K-8 ELA educator in East Texas for a number of years. While serving at ESC7, Ms. Ramirez has reorganized the balance literacy programs in many schools in addition to offering training through the ESC. Her strength lies in her ability to develop quality literacy programs in school while providing the necessary training to make it happen.
6.	Principal Development Coach (TCES)	Robert Graham is a retired principal from Aldine ISD. He is well known as one of the strongest elementary/intermediate principals in the district. His strength is working with schools that are the traditionally underserved and has the history of moving those schools to high achievement. The district has placed numerous assistant principals into the principalship from his building because he has them so well prepared.
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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 228903

Amendment # (for amendments only):

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Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The particular needs of this district were carefully examined before any decisions were made for the selection of individuals to serve as providers in Trinity ISD. The following questions were used as various providers were discussed for selection:

- What experience does this provider have in turning/transforming public schools in the state of Texas?
- What unique qualifications do they bring to the needs of Lansberry Elementary?
- What record do they have with various districts in the state?
- Do they have a reputation with the TEA?
- How long has the provider served districts in the state of Texas?
- What understanding do they have of the TEKS, core elementary programming and quality instructional delivery?
- What is their philosophy for professional development for teachers?

Using the questions above as a guide, the district settled on the Texas Coalition of Essential Schools (TCES) for the following reasons:

- TCES has worked in approximately 45 public and charter schools in Texas, New Mexico and Arkansas. In each of these situations, the work has focused on improving instruction and building climate to support and sustain student achievement.
- Dr. Johnson has been involved with the turnaround of public and charter schools for over 25 years as both an administrator and as an external coach. She currently serves as a monitor/conservator for TEA and coach to numerous principals throughout Texas. Her experience has primarily been in the traditionally underserved populations in the state.
- With the exceptions of the poorly run charter schools and districts that she has closed for the state, the TCES staff has been successful with every one of the district for whom they have worked with of North Forest ISD in Houston.
- TEA is very familiar with the work of Dr. Johnson and supports what they do in schools and districts.
- TCES has been in business since 2000 as a non-profit organization with the goal of providing assistance to improving instruction to the traditionally underserved populations.
- All of the providers in TCES have deep understanding of the TEKS and have served as trainers for TEA and various ESCs in East Texas. They not only understand the TEKS, but are very aware of what teachers and administrators must do in order to increase scores on the STAAR. All of the providers have been administrators and understand the process of developing and implementing scope and sequences, planning tools, use of best practices, coaching and feedback, as well vertical and horizontal alignment.
- Probably the most attractive thing about TCES to us was their philosophy about teacher turn around. They do not promote the removal of teachers unless they are belligerent and unwilling to make changes. They strongly believe in one-to-one coaching with professional development customized based on the data driven needs of each teacher and of the needs generated from student data. The work in the teacher's classroom and start directly with their skill set and move from that point. An administrative coach begins work with the principal and, in concert, begins a collaborative merge with administration and teachers. The basis of their training is research based and coupled with deep experience as professionals in the field and substantial practical experience.

Others providers were considered and selected because of the specific content or instructional support that they would contribute. They are: a) DANA Center for math workshops, b) Randi Whitney for writing workshops, Buck Institute for PBL, and c) SMART Institute for Vision Driven Instructional Leadership training.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The current management plan for the district and each campus has not been as organized and focused as would be necessary to turn a district having the difficulties that Trinity ISD is experiencing. The superintendent arrived in Trinity approximately four years ago finding a fragmented organization with little focus and tremendous trust issues. Since in Trinity, Mr. Plymale has had one state compliance issue after another to manage and as a result has nine different required management plans in order to comply with state mandates. Management of the district goals and objectives has focused on compliance mentality without the necessary focus on what the vision for the district might be.

Within the last months, the district has combined and in some cases collapsed the various management plans to create a set of plans that are driven by the district vision, goals and objectives of the district. Consequently, these are the following steps of the process for revising the current management plan that will be put in place for the coming year.

- Combine all current plans to create one plan that is sensitive to state and federal compliance issues but also reflects the vision of the district.
- Obtain clarity as to the function and expectation of each administrator and teacher in the district for achieving the goals stated in the plan.
- Obtain consensus among district employees regarding the focus of the district.
- Conduct monthly progress checks for each goal in the plan.
- Analyze the progress, assess the status and initiate changes in the goals / activities if necessary.
- Use communication procedures established by the district to ensure that all know the changes and expectations:
 - Superintendent conducts regular analyses of goals progress and creates changes with the appropriate administrative personnel.
 - Changes are communicated to the board when appropriate.
 - Changes are communicated to the campus personnel by the principals.
 - Changes are also communicated to district personnel by the superintendent through regular Instructional Leadership meetings which include the principals.
 - Appropriate communication is provided the community, parents and students.
 - Changes are implemented and monitored.
 - Process is repeated as necessary; however, the regular review of goal progress will be conducted every month as deemed necessary by the superintendent, board and/or Instructional Leadership Team.

Communication to the community, parents, and students will vary according to the message and the means through which it is communicated; regardless, the district will maintain regular communication patterns with the community to enable stakeholders to understand where the district is moving. The Director of Community Outreach, a newly developed position, will be responsible for working with the community to effectively motivate and move the community forward.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Coordination of Grant Funds

The district has received the Priority Schools Grant and assigned those funds to serve as the precursor to the implementation of activities listed in this application. Approximately 50% of the Priority Schools Grant is being used to build the foundation for the work listed in this application. For example, in order for effective coaching in reading and math to begin, content and strategies to support the intended reading and math blocks must be presented to teachers before the coach can begin work.

In reading teachers will be trained during the summer to implement the components of a quality reading / language arts block. With the training completed, teachers will begin to implement but with the intentions of this grant, the coaches will now assist them with the critical teaching elements that make the block and its components work. This same concept is critical to math as well. The foundational work (provided by the Priority Grant) will be completed in the spring and summer; the implementation will begin in the fall with the assistance of the intentions of this grant.

Also provided the teachers during the summer are in-depth workshops in the content of writing, reading and mathematics. The above mentioned training provides the structure into which teachers will now use content and pedagogical strategies. All of this material is provided during the summer and then implemented during the school year. Again, this training is provided by the Priority Grant. To enhance this training and properly institute it into the school, coaches will work one-on-one with the teachers to embed that training into the blocks so as to increase academic performance as well as their own instructional delivery.

Additionally, this grant will enhance the work begun by this superintendent to maintain and develop quality leadership in the principalship. This summer the principals will attend leadership conferences that are designed to develop skills in leading turnaround campuses. Much of the material in that conference prepares the principals for challenges and tasks they have ahead of them. When the school year begins, the elementary principal will use these strategies to implement the needed changes with the assistance of a coach provided by this grant.

Other monies are also being used to support the infrastructure for the enhancement of technology into the classroom. Currently, 3-5 teachers have iPads while all classrooms have electronic white boards. This grant will enhance continued implementation by adding laptops to grades 3-5, re-purposing the iPads to K-2 and providing training and instructional assistance through this grant to further the integration of technology into the classroom.

Project Commitment

Through the last several years, employees in the district experienced so much change that stability was lost for most teachers. As a result, they slipped further back into complacency because they lacked understanding as to where the district was going and what part in that work each employee had. With principals stable, a better sense of direction and a clear understanding that STAAR results must improve, district employees have committed to the goals of the grants and the expectations of the new direction. Additionally, when the news reached the elementary faculty that they were part of seventeen schools that were in the bottom 1% of performance in the state, the gravity of the situation became real. To assist the faculty now, the principal will initiate appropriate follow up plans, work directly with consultants to improve the quality of the instructional program and guide the campus forward. As the schools experience success, the natural momentum will take the district forward.

The above examples are but a few that exist in the planning; however, the district has made effort to effectively use all of the current resources with any proposed projects.

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Sustaining the Movement Post Grant

Through careful planning throughout the process of the grant development, nothing is being written into the grant that cannot be sustained after the granting period. The work was conservatively design so that the grant provided a secondary boost for projects of the initial effort for training and development of new projects so that the district can sustain all of the project initiated long after the grant has ended.

Conclusion

Probably the most difficult part of initiating a comprehensive grant is enabling the principal and faculty to understand why such strategies and activities are necessary. In the case of Lansberry Elementary, the resistance to change that might mount major resistance is now gone. The confrontation with the grime facts of its academic performance has enabled the faculty to understand that the changes are necessary and are clear benefits to their children.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment
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1.	Student data	1.	STAAR results will met expectations for growth indicators and state standards.
		2.	Attendance data
		3.	Extended learning opportunity participation
2.	Assessment System data for each six weeks period	1.	Number of students in tutorials during each assessment period
		2.	Percent of sequence objectives mastered during each assessment period
		3.	Alignment of assessment scores with lesson plans and instruction
3.	Teacher walk throughs, observation data and conferences	1.	Changes in use of best practices via trend analyses of walk throughs
		2.	Number of teachers with required 30 minute observations and associated conferences during each assessment period.
		3.	Number of teachers with improved instructional delivery as noted through observations, walk throughs and conferences.
4.	Climate examination	1.	Results of pre / post climate surveys
		2.	Pre / post teacher interviews
		3.	Pre / post interview with students
5.	Community Participation and Outreach	1.	Number of meetings conducted with the community and parents regarding the quality of programming in the district.
		2.	Number of parents participating in parent programs: a) importance of home structure, b) nutrition and hygiene, c) supporting homework and d) parental engagement in school activities.
		3.	Number of businesses supporting the district and the level of support offered.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Prior to grant implementation, all data gathering processes will be designed so that the principals and teachers understand what data is gathered and to whom that data should be given for the archives. A data management room will be established in the elementary where results will be organized by objective and available for review.

Student Data: All STAAR data is maintained in Eduphoria and disaggregated according to the report required to assist examination and / or the influence specific student data might have for instructional revisions. Those data will be stored in the data management room.

Attendance data is recorded by teachers daily and results can be pulled by specific reports for analyses and reporting purposes. Attendance will be examined at the end of each week and summarized at the end of each six weeks. These data will be matched to student performance on the assessment system results.

Extended learning opportunity participation attendance will be recorded daily by the assigned teacher. These data will be matched to the student climate survey to be completed at the end of each year.

Assessment System data for each six weeks period: Data from the assessment system will be gathered and stored in Eduphoria to be disaggregated and used in PLCs to determine effect of instruction on student learning. The results of each PLC analyses will be stored in the data management room.

Number of students in tutorials during each assessment period will be totaled at the end of each tutorial session whether during the day or in after school sessions. Those data will be brought to the data management room at the end of each six weeks period.

Percent of sequence objectives mastered during each assessment period will be sorted in Eduphoria and presented to teachers in PLC for analyses. Results will be filed in the data management room.

Alignment of assessment scores with lesson plans and instruction will be completed in PLC and results stored in the data management room for review.

Teacher walk throughs, observation data and conferences: Teacher walk throughs are completed by the principals through Eduphoria. The following analyses will be made by the principals at each six weeks interval and stored for review.

- Changes in use of best practices via trend analyses of walk throughs
- Number of teachers with required 30 minute observations and associated conferences during each assessment period
- Number of teachers with improved instructional delivery as noted through observations, walk throughs and conferences

Climate examination: All surveys and interviews will be conducted by non-elementary employees and the data prepared for analysis. The following data will be gathered: a) *Results of pre / post climate surveys*, b) *Pre / post teacher interviews*, and c) *Pre / post interview with students*.

Community Outreach and Participation: To track participation the outreach program these data will be gathered and compared to the results of the climate survey / interview results:

- *Number of meetings conducted with the community and parents regarding the quality of programming in the district,*
- *Number of parents participating in parent programs [a) importance of home structure, b) nutrition and hygiene, c) supporting homework and d) parental engagement in school activities]*
- *Number of businesses supporting the district and the level of support offered.*

Correction of Problems: When and if problems occur, each problem will be analyzed at the campus level first, their solution brought to the district Instructional Leadership Team and the solution finalized. If changes are necessary at the amendment level for grant purposes then the DCIS will assist in finalizing the process.

District Modifications of Practices / Policies: Prior to the writing of this grant, the district examined the areas where conflict with current policies might exist. The superintendent will take action with the Instructional Leadership Team and involve the Board if necessary. Nothing within the current submission should create problems for the district in practice or policy. The full intent is to support the school in every way to bring resolution to the current performance issues.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.☒ Transformation☐ Turnaround☐ Closure☐ Restart**For TEA Use Only**

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
/Improve /Academic Performance	<i>Strengthen the School's Instructional Program</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Revise scope/sequence in math and ELA to accurately reflect TEKS configuration	9/1/14	5/1/15
			B. Data from STAAR analyses will focus selection of math and ELA programs & software	6/15/14	10/1/14
			C. Vertically align math & ELA curriculum K-9; revise as needed	10/1/14	10/1/17
			D. Standardize assessment instruments for K-8 ELA & math	8/15/14	11/1/14
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Implement continuous use of assessment data to inform on student progress	9/1/14	6/1/17
			B. Train teachers to determine differentiated needs for students from assessment data	11/15/14	8/30/16
			C. Establish tools to plan and implement instruction based on data analyses	9/15/14	9/1/15
			D. Train DRA for the K-3 reading program to improve emergent readers	9/30/14	1/30/15
			E. Employ software to support remediation, such as K-2 iStation and others	1/15/15	7/30/15
			F. Add appropriate technology to promote one-to-one usage for increased research, writing and communication skills.	9/30/14	3/15/15

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Implement a balanced literacy block K-5	9/1/15	6/1/17
			B. Implement a TEKS aligned K-5 math curriculum	9/1/14	6/1/17
			C. Implement a writing program K-12 with emphasis on K-5	9/1/14	6/1/17
			D. Implement science based programs K-12 with emphasis on K-5	11/15/14	6/1/16
			E. Implement problem based learning K-12	9/1/15	6/1/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Implement teacher data analysis and control of data to inform instruction	2/15/15	3/15/16
			B. Coach students to conduct parent conferences regarding progress	4/15/16	6/1/17
			C. Implement guided instruction in math and ELA to effectively differentiate for student learning	10/1/14	6/1/17
			D. Use data to revise instructional delivery	11/1/14	6/1/17
			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	1. Replace the principal who led the school prior to the commencement of the transformation model.	Dr. Steve Brownlee	7/1/13	current
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Revise current principal appraisal to include student growth	10/15/14	10/15/15
			B. Generate data as evidence of teacher talks regarding assessment data and how it informs instruction	10/30/14	3/1/17
			C. Implement principal and teacher portfolios to evidence of student growth and reflection of practice	1/6/15	6/1/17
			D. Develop clinical supervision skills of principals, specialists and team leaders to improve instructional delivery	11/1/14	3/30/15
			E. Implement protocols to enable teachers to discuss lesson plans and improve instruction	9/1/15	11/15/16
			F. Implement protocols to develop peer supervision to support improved student performance	9/1/16	6/1/17
			G. Implement a rewards system to teachers and principals using student growth	1/10/15	8/15/15
			H. Provide principals with operational flexibility to meet the needs of the student body	8/30/15	6/1/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Revise and implement a principal evaluation that includes student growth criteria	7/1/14	7/1/15
			B. Reward school leadership with monetary supplements based on student growth	7/1/14	7/1/15
			C.		
			D.		
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Provide operational flexibility to prepare for the specific needs of the school	9/1/14	6/1/17
			B. Provide principals with guidelines to manage a campus budget to meet the needs of students	8/1/14	6/1/17
			C.		
			D.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Establish ELA & math blocks	8/1/14	6/1/17
			B. Institute the LEAP program to extend afterschool learning	9/1/14	6/1/17
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Establish a partnership with local Boys and Girls club	1/5/14	7/31/15
			B. Implement STEM science robotics course K-5	10/15/14	6/1/17
			C. Provide afterschool clubs to support academic achievement	9/1/14	7/30/15
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Revise schedule to accommodate teacher planning	7/1/14	6/1/15
			B. Revise PLC content to accommodate teacher planning and professional engagement	7/1/14	10/15/15
			C.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	1. Provide ongoing mechanisms for family engagement	A. Employ a Director of Community / Business Outreach	8/1/14	10/15/14
			B. Create family support centers in each school	10/1/15	7/1/16
			C. Build GED/ESL and adult education programs	1/10/15	1/15/16
			D.		
			E.		
		2. Provide ongoing mechanisms for community engagement	A. Create bi-annual business – education forum to build communication and support	12/1/14	6/1/17
			B. Hire a clerical position to support the Director of Community / Business Outreach	11/1/14	12/1/14
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	Improve School Climate	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Implement Capturing Kids Hearts	6/1/15	8/1/15
			B. Complete a campus climate survey	5/5/15	5/5/17
			C. Complete book study of Jensen's book: <i>Teaching with Poverty in Mind</i>	8/1/15	4/1/16
			D. Complete book study of Payne's book: <i>Understanding Poverty</i>	8/1/16	4/1/17
			E.		

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Implement teacher portfolios that require evidence of student growth and accompanying reflections on intended improvement	6/1/14	8/31/14
			B. Provide professional development specific to teachers' needs in both ELA and math	10/1/14	6/1/17
			C. Conduct observations designed to improve instructional delivery for scaffolding lessons to specific learning objectives	9/1/14	2/14/14
			D. Conduct regular data discussions with teachers to improve individual student academic performance	10/1/14	5/1/17
			E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Design and implement a rewards system structured on student growth	8/1/14	9/30/14
			B.		
			C.		
			D.		
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Math training regarding new TEKS K-5 to support math block	8/15/14	12/15/14
			B. Customized math instructional assistance through onsite math coaching	8/15/14	5/30/17
			C. Embedded reading instruction to support reading blocks	8/17/14	5/15/15
			D. Customized reading/language instructional assistance through onsite ELA coaching	8/30/14	5/30/17
			E. Offsite writing training with Randi Whitney	7/10/14	7/11/14
			F. Onsite instructional design to facilitate aligned instruction to the TEKS	8/31/14	12/15/14

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Revise recruiting to encourage new teacher employment	11/5/14	4/15/15
			B. Institute a comp day program to facilitate appropriate professional development selections	10/11/14	6/1/15
			C.		
			D.		

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Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	1. Replace the principal.	<i>Provide name and date of hire for principal or date of anticipated replacement:</i>		
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	A.		
			B.		
			C.		
			D.		
			E.		
		3. Adopt a new governance structure, which may include, but it not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A.		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	Provide appropriate community-oriented services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		
Improve School Climate	Improve School Climate	Provide appropriate social-emotional services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent.	A.		
			B.		
			C.		
			D.		
		2. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff.	E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A.		
			B.		
			C.		
			D.		
			E.		
		4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	A.		
			B.		
			C.		
			D.		

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Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grade it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	Redesigned School Calendar	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	<i>Improve School Climate</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	A.		
		B.		
		C.		
		D.		
		E.		

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Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	Redesigned School Calendar	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	Improve School Climate	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	A.		
		B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The superintendent of TISD along with the PSP has already reconstituted the school to provide the most competent teaching faculty possible. A new principal has already been assigned and has been successfully working through the last half of the school year. Changes in budget have been made to provide additional resources to the campus to speed the efforts of the transformation.

In the past, the district developed a locally developed curriculum based on the TEKS that will guide the instructional at each campus. To further the work in curriculum, the district created two curriculum specialists positions that serve the faculty and facilitate the school's work toward achieving. The superintendent has also conducted book studies for administrators and aspiring administrators in order to increase the instructional leadership capabilities throughout the district.

Several years prior, the district sent 30% of the faculty to Flippen's *Capturing Kids' Hearts*. Unfortunately, with the reconstitution at the campus, only 5% of the remaining faculty have been trained. The district believes this strategy to be a worthwhile process for the children and teachers and is committed to maintaining and sustaining the effort.

To support the intended technology development, the district placed ipads in grades 3-5; however, the condition of the equipment is now dating so the district intends, with the support of this grant, to add laptops for every student 3-5 and move the ipads done to grades K-2.

Due to the state school finance crisis in 2011-2012, TISD was able in spite of the down turn to fully sustain data driven staff development and will continue to do so through the grant and after the grant had ended. All of the customized professional development that is written into the grant will be sustained.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 228903

Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 228903		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	x	x	x
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	x	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	x	x	x
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	x	x	x
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	x	x
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	x	x	x
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	x	x
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	x	x	x
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	x	x	x
B09	Provide parenting training	<input type="checkbox"/>	x	x
B10	Provide a parent/family center	<input type="checkbox"/>	x	x
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	x	x

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 228903

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	x	x
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	x
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	x	x
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	x	x
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	x
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	x
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	x
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	x	x
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	x	x	x
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	x	x	x
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	x	x
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	x	x	<input type="checkbox"/>
C02	Provide counseling	x	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	x	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	x	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	x	x	x

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Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	x	<input type="checkbox"/>	x
C09	Conduct parent/teacher conferences	x	x	<input type="checkbox"/>
C10	Strengthen school/parent compacts	x	x	x
C11	Establish partnerships with law enforcement agencies	x	x	x
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	x
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	x	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	x	x	<input type="checkbox"/>
D02	Provide counseling	x	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	x	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	x	x	x
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	x	x	x
D07	Provide community service programs/activities	x	x	x
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	x	x	x
D10	Establish school/parent compacts	x	x	x
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	x
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	x
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	x	x
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	x	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	x	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	x	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	x	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	x	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	x
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	x
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	x	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	x	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	x	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	x	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	x	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	x
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	x	x	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	x	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	x	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	x
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	x	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	x	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	x
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	x	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	x	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	x	x	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	x	x	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	x	x
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	x
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	x	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	x	x
K08	Strengthen school/parent compacts	<input type="checkbox"/>	x	x
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	x
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	x
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	x
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	x
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	x
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	x
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	x	x
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	x	x
M02	Conduct home visits by staff	<input type="checkbox"/>	x	x

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	x
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	x	x
M05	Establish school/parent compacts	<input type="checkbox"/>	x	x
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	x
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	x
M08	Provide program materials/information in home language	<input type="checkbox"/>	x	x
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	x	x
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	x
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	x	x
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	x
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	x
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	x
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	x
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	x
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	x
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	x
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	x
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	x
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	x	x
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	x

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 228903 Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	x
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	x	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	x	<input type="checkbox"/>	x
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			

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